

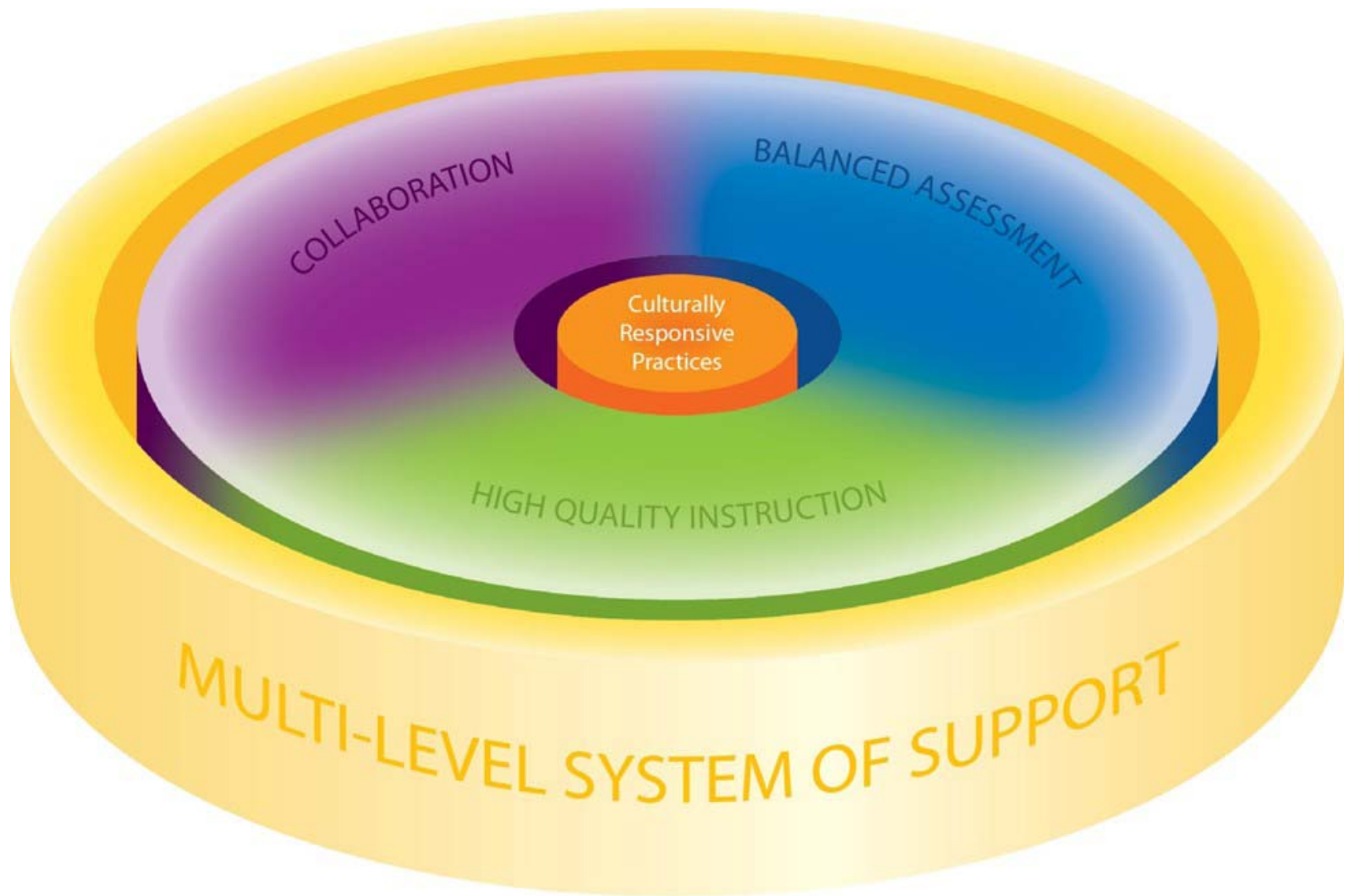
MAKING CONNECTIONS-

The Common Core State Standards,
The Smarter Balanced Assessment Consortium,
and Rtl

FEBRUARY 2013



WISCONSIN'S VISION FOR RTI



HIGH QUALITY INSTRUCTION



- Curriculum, instruction, assessment
- Engaging
- Standards-based (CCSS and WMAS)
- Data-driven
- Research-based
- Differentiated
- Culturally Responsive

OVERVIEW OF THE COMMON CORE



PORTRAIT OF STUDENTS WHO MEET ELA STANDARDS

Students:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

STANDARDS FOR MATHEMATICAL PRACTICE

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

OLD TO NEW – ENGLISH LANGUAGE ARTS

“READING INFORMATIONAL TEXT”

	1998 to June 2010 (WI Model Academic Standard)	June 2010 and Beyond (Common Core State Standard)
6 th Grade	None	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
8 th Grade	Evaluate the themes and main ideas of a work considering its audience and purpose	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**Has many
interpretations**

More Specific



WHAT IS DIFFERENT WITH COMMON CORE STATE STANDARDS?

- **Consistency:** Provide expectations that are not dependent on a student's ZIP code, helping students make transitions between districts and between states
- **Student Ownership:** Students know what is expected of them
- **Equity:** Provide equal expectations for all teachers and equal opportunity to learn for all students
- **Accountability:** Students will be *tested* and instructional effectiveness will be *measured* based on Common Core



WHAT IS DIFFERENT WITH COMMON CORE STATE STANDARDS?

- **Vertical Connection:** The link from early learning through postsecondary is made explicit
- **Pre-Kindergarten Connection:** The Wisconsin Model Early Learning Standards provide a logical link with ELA and mathematics Common Core State Standards
- **Clarity:** Student learning outcomes are specified for every grade level
- **College & Career Focus:** Prepare students with the knowledge and skills they need to succeed



The promise of standards

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.

How do we get from here...

...to here?

**Common Core
State Standards
specify K-12
expectations for
college and
career readiness**



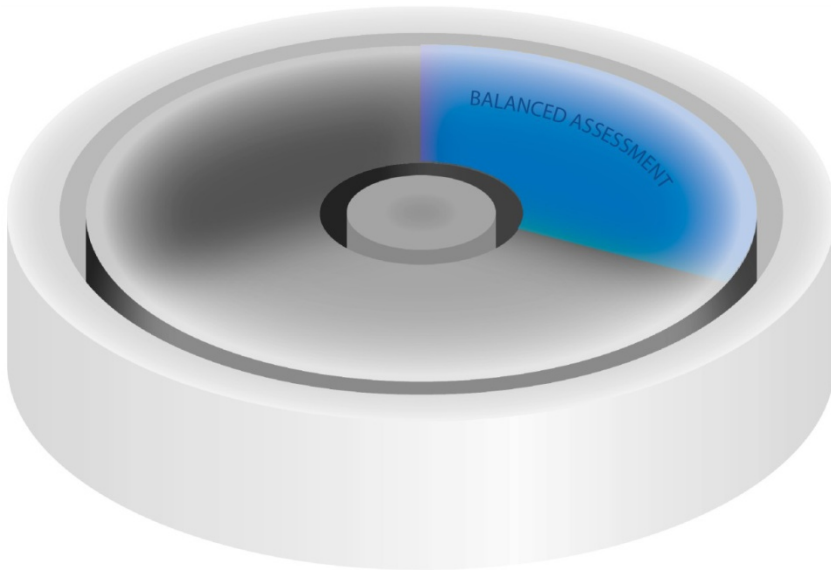
**All students
leave high
school college
and career
ready**

**...and how can an assessment
system contribute to this effort?**





BALANCED ASSESSMENT



- Balanced, systematic process of constant inquiry
- Multiple measures
- Screening
- Progress monitoring



DPI BALANCED ASSESSMENT

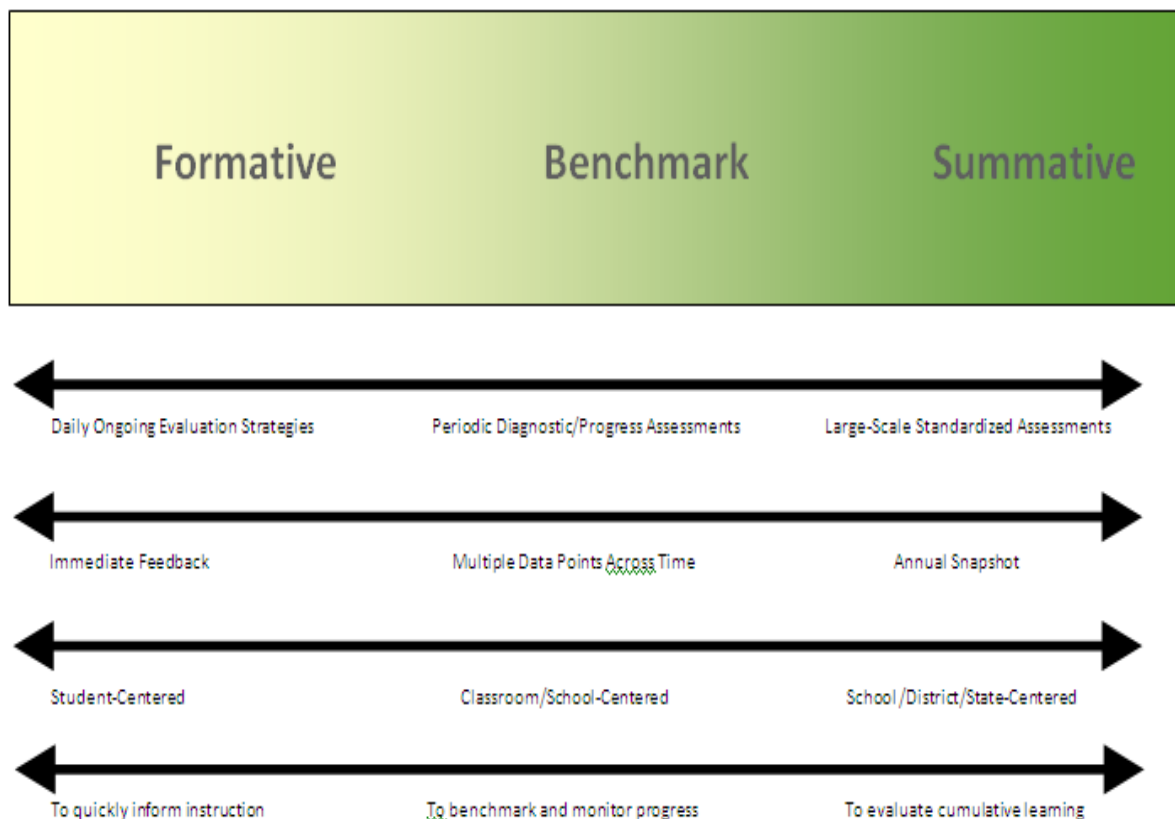
Balanced Assessment System

By Type

This chart shows the range of assessment options along a continuum. It is important to think of assessment purposes along a continuum. It is not necessary to “label” each assessment, but rather match your need to the purpose.

The continuum can be found online:

<http://dpi.wi.gov/oea/pdf/balanced.pdf>

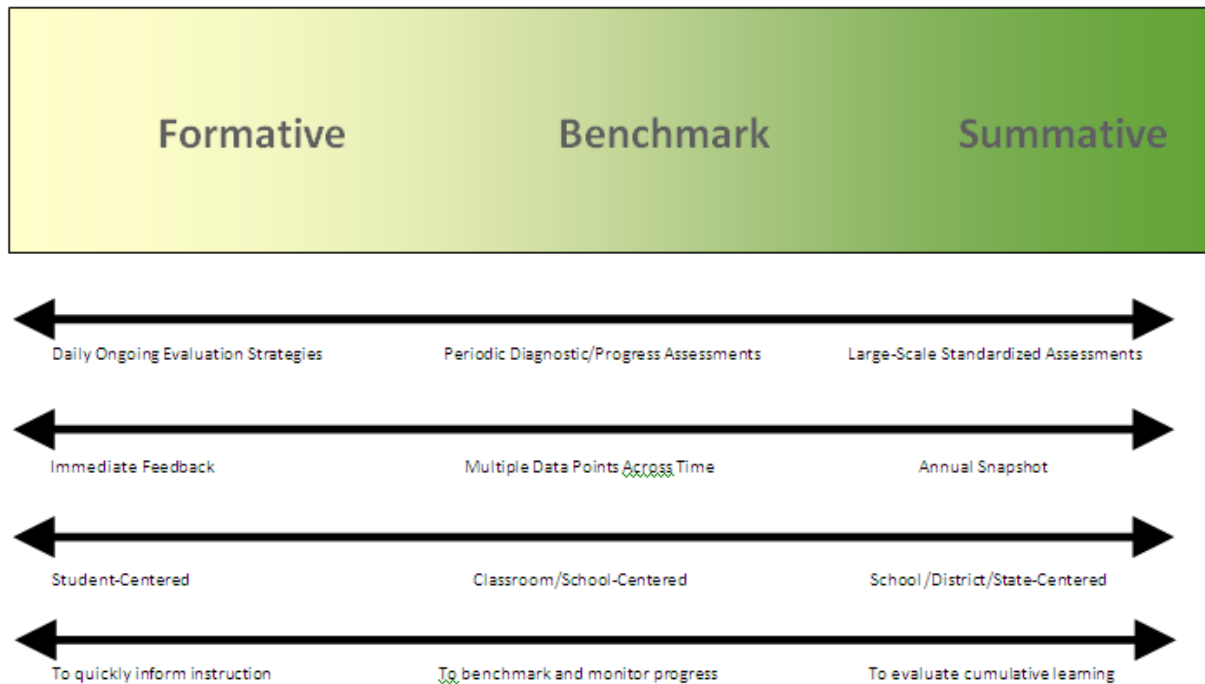


DPI BALANCED ASSESSMENT

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Balanced Assessment System

By Type



Balanced Assessment: By TYPE



TYPES OF ASSESSMENT: DEFINITIONS

○ Formative Assessment:

- Formative assessment is an intentional and systematic **process** used by teachers and students during instruction that **provides feedback to adjust on-going teaching and learning**, (and) to improve students' achievement of the intended instructional outcomes. [CCSSO, 2007]

○ Benchmark Assessment:

- Assessments that fall between formative and summative, including medium scale, medium-cycle assessments that 1) **evaluate students' knowledge and skills** relative to a specific set of academic goals, typically within a limited time frame, and 2) are designed to **inform decisions at both the classroom and beyond**, such as the school or district level. [Adapted from Perie, Marion, Gong & Wurtzel, 2007]

○ Summative Assessment:

- Summative assessment is the process of evaluating (and grading) the learning of students at a given point in time. Since it is administered at a particular point in time to determine what students do and do not know, summative assessment is designed to **evaluate cumulative learning**. It occurs after instruction to help evaluate the effectiveness of instruction and levels of student learning.



LINKING ASSESSMENT **TYPE**, **DATA NEED**, & **PURPOSE**

DATA NEED

- Data used to immediately inform instruction:
 - **Formative** assessment
- Data used to establish a starting point and/or monitor progress:
 - **Benchmark** assessment
- Data used to evaluate cumulative learning:
 - **Summative** assessment

PURPOSE

- ❖ To **plan** learning *prior to instruction*
- ❖ To **support** learning *during instruction*
- ❖ To **monitor** learning *between instruction*
- ❖ To **verify** learning *after instruction*



DPI BALANCED ASSESSMENT

- This chart shows the range of data needs along a continuum of assessment choices. It is important to think of the data need in order to match your need to the purpose.
- The continuum can be found online: <http://dpi.wi.gov/oea/pdf/balsystem.pdf>

	To plan learning (prior to instruction)	To support learning (during instruction)	To monitor learning (between instruction)	To verify learning (after instruction)
Formative Data <i>to quickly inform instruction</i>	Student learning goals, or student self-assessment	Feedback that informs both student and teacher in order to make real-time adjustments to teaching and learning	Feedback that allows teacher to see what progress has been made since last check-in	Feedback that confirms what the student knows and can do
<i>Examples:</i>	<ul style="list-style-type: none"> -Teacher/Student discussion -First day observations 	<ul style="list-style-type: none"> -Teacher/Student portfolio -Class blog; student journal 	<ul style="list-style-type: none"> -Open questioning -Running records 	<ul style="list-style-type: none"> -Exit activities -Portfolios
Benchmark Data <i>to benchmark and monitor progress</i>	Data that shows a teacher the instructional starting point for a chapter, unit, semester, or year	Data that shows teacher what learning objectives have been mastered; what needs to be addressed next instructionally for individual students	Data that tracks student progress over time, providing periodic and multiple data points against benchmarks throughout the year. Can be used to promote program improvement in the short-term; instructional change; monitor student progress	Data that is used, along with other data points, to establish a grade or score. Can be used to make decisions about instruction, curriculum, and to make program adjustments
<i>Examples:</i>	<ul style="list-style-type: none"> -Screener -Chapter pre-tests 	<ul style="list-style-type: none"> -Graded class work -Curriculum based measures (CBM) -Running records 	<ul style="list-style-type: none"> -Portfolios -Office discipline referrals -Curriculum based measures (CBM) 	<ul style="list-style-type: none"> -Progress report -Interim assessment (post-test)
Summative Data <i>to evaluate cumulative learning</i>	Data that aids teacher in planning future instruction; reflecting on general patterns; or establishing the big picture within a class of students	Data that informs classroom decisions such as groupings, alterations to curriculum maps, etc.	Data provides a snapshot (one point in time) of what students know and can do. Can be used to promote program improvement, curricular changes, instructional PD needs at school or classroom level	Standardized data is used to make decisions, typically on annual basis, at macro levels, about subgroups, schools, districts, states
<i>Examples:</i>	<ul style="list-style-type: none"> -Prior year's AP Exams -Prior end of year scores 	<ul style="list-style-type: none"> -Item analysis of prior summative test -End of unit assessments/grades 	<ul style="list-style-type: none"> -Benchmark test scores -End of semester grades 	<ul style="list-style-type: none"> -AYP reports -Suspension rates



IN SHORT...

Data Need + Assessment Purpose = Balance

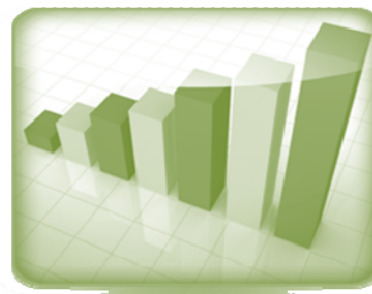




USING DATA SERIES



I. Overview:
Balancing Assessments
with Data Needs



II. Using Data
to Inform Instruction



III. Systematizing Data
Use in RTI System



IV. Using Data in SLD
Identifications

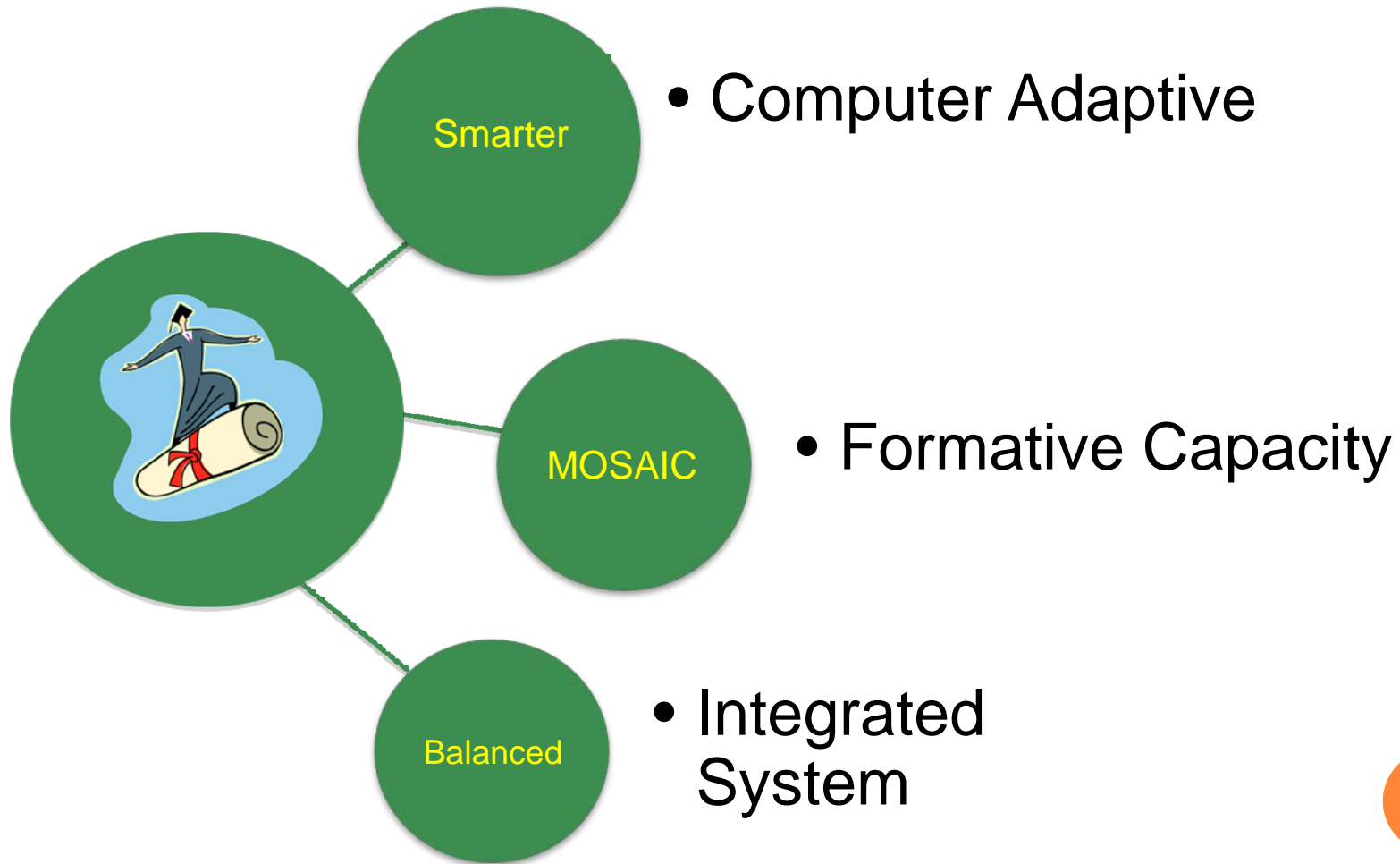
SMARTER BALANCED ASSESSMENT CONSORTIUM

- Wisconsin is a governing state in the Smarter Balanced Assessment consortium
- The alignment of Smarter's priorities with Wisconsin's Next Generation Assessment Task Force recommendations is one example of why this consortium is a good fit for Wisconsin





HISTORICAL DEVELOPMENT OF THE SMARTER BALANCED CONSORTIUM



THE PURPOSE OF THE CONSORTIUM

To develop a comprehensive and innovative assessment system for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards.

The assessments shall be operational across Consortium states in the 2014-15 school year.



Smarter Balanced Assessment Consortium Member States

- 24 states representing 39% of K-12 students
- 21 governing, 3 advisory states
- Washington state is fiscal agent
- WestEd provides project management services



THE GOAL OF THE CONSORTIUM

To ensure that all students leave high school prepared for postsecondary success in college or a career through increased student learning and improved teaching.

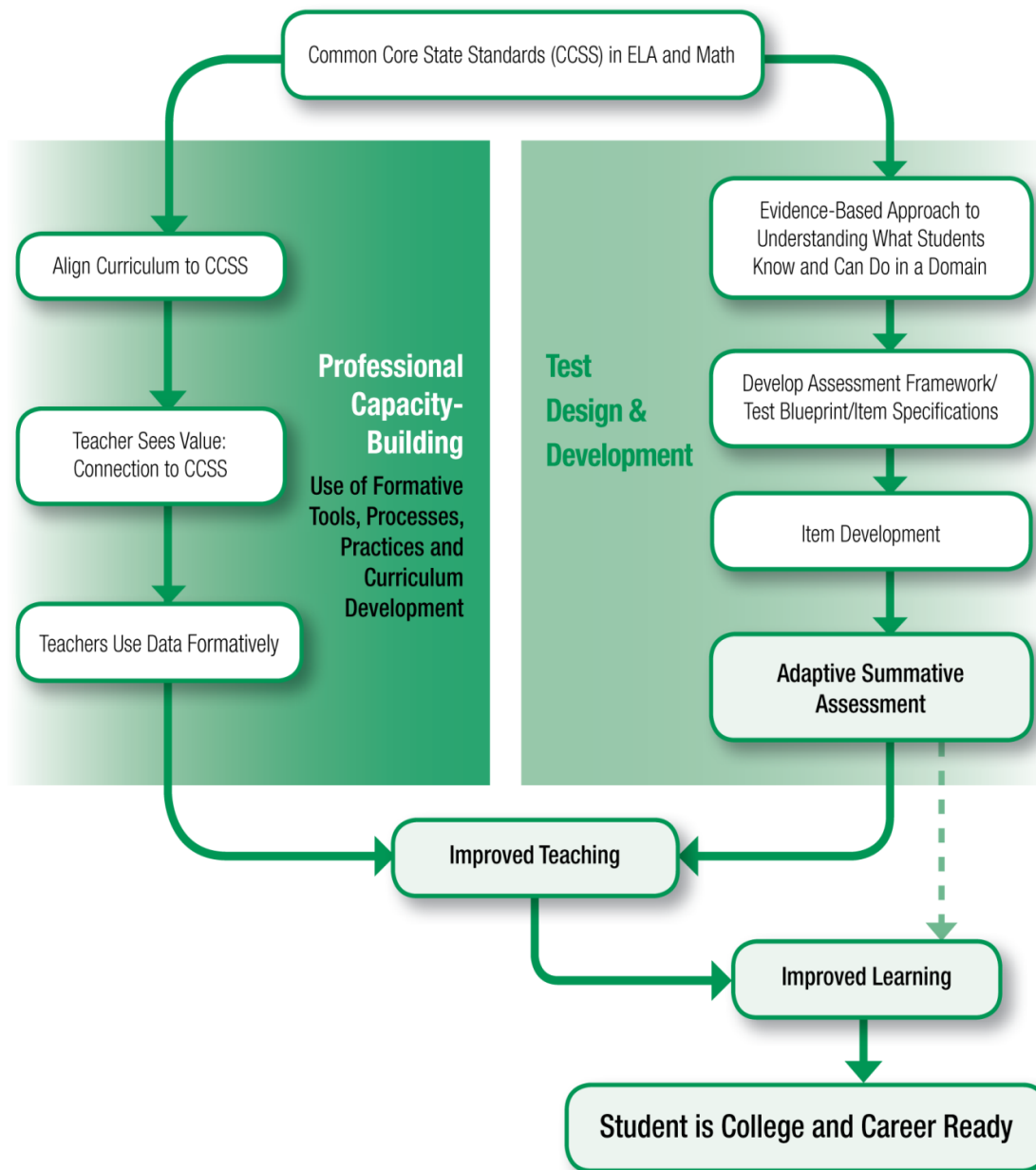


SYSTEM COMPONENTS

Assessment system that balances summative, interim, performance, and formative components for ELA and mathematics:

1. Computer adaptive summative assessment
 - a. Grades 3–8 and 11 (testing window within the last 12 weeks of the instructional year)
 - b. Selected response, enhanced constructed response, technology enhanced, and performance tasks
2. Computer adaptive interim assessment
 - a. Learning progressions
 - b. Administered throughout the year
3. Formative Tools and Processes







IHE COLLABORATION

GOAL: Better prepare students for college and career readiness.

- Collaborate with IHEs to create student achievement standards that define college ready
- Students will enter IHE systems having met common, clear college ready standards
- Students will be able to track readiness for college and careers throughout high school





WISCONSIN'S ASSESSMENT PLAN

- 2010-11 Consortium issues RFPs and begins item development
- 2011-12 Consortium will build the technology platform, continue item development, design professional development components
- 2012-13 States to begin limited field testing of Smarter system
- 2013-14 Large-scale field testing; common reporting developed
- 2014-15 Fully operational summative assessment given in all Smarter states

In the meantime:

- Wisconsin will continue to administer the WKCE / WAA-SwD for the interim to meet the accountability requirements



COLLABORATION



- How can I facilitate a collaborative relationship within my organization to align these initiatives?